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Kentucky Virtual Library

We recommend that you begin using the main KYVL page! But if you would rather not, use the links below.



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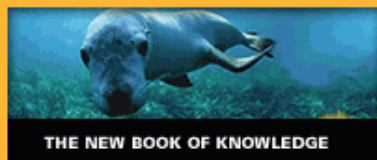
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After following the [Inorganic Compounds](#) link under Chemistry, we see the listing of articles available.



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[Amalgam](#)

[Ammonia](#)

[Amphoteric Compounds](#)

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[Calcium Chloride](#)

[Calcium Phosphate](#)

[Calcium Sulfate](#)

[Carbarsone](#)

Amalgam

Amalgam, an alloy that contains mercury as the base metal. Most common metals react with mercury to form amalgams. Amalgams, whose exact nature is complicated, are interesting because in them a liquid metal (mercury) can be made to react with a solid metal at room temperature to form an alloy. Amalgams are used mainly for dental fillings and for extracting silver and gold from ore. In cadmium standard cells a cadmium-mercury amalgam is used to produce a standard voltage. (See also [Alloys](#).)

Natural and Synthetic Amalgams. A natural amalgam of silver occurs as massive isometric crystals. A natural amalgam of gold also exists.

Amalgams can be made by exposing clean, bright, metal surfaces to mercury. The use of dilute acid often is helpful because the acid cleans the metal surface of oxide soils, which retard the reaction between the mercury and the metal. Heat, which also speeds the process of making an amalgam, makes the mercury atoms and the alloy atoms diffuse (or migrate) throughout the substance at a faster rate.

In electrochemical methods for producing amalgams, either the solid metal is dipped into a mercury salt solution or the mercury (or mercury amalgam) is placed in a solution of a metal salt. The process can be aided by the passage of an appropriate electric current, as in [electroplating](#). (See also [Electroplating](#).)

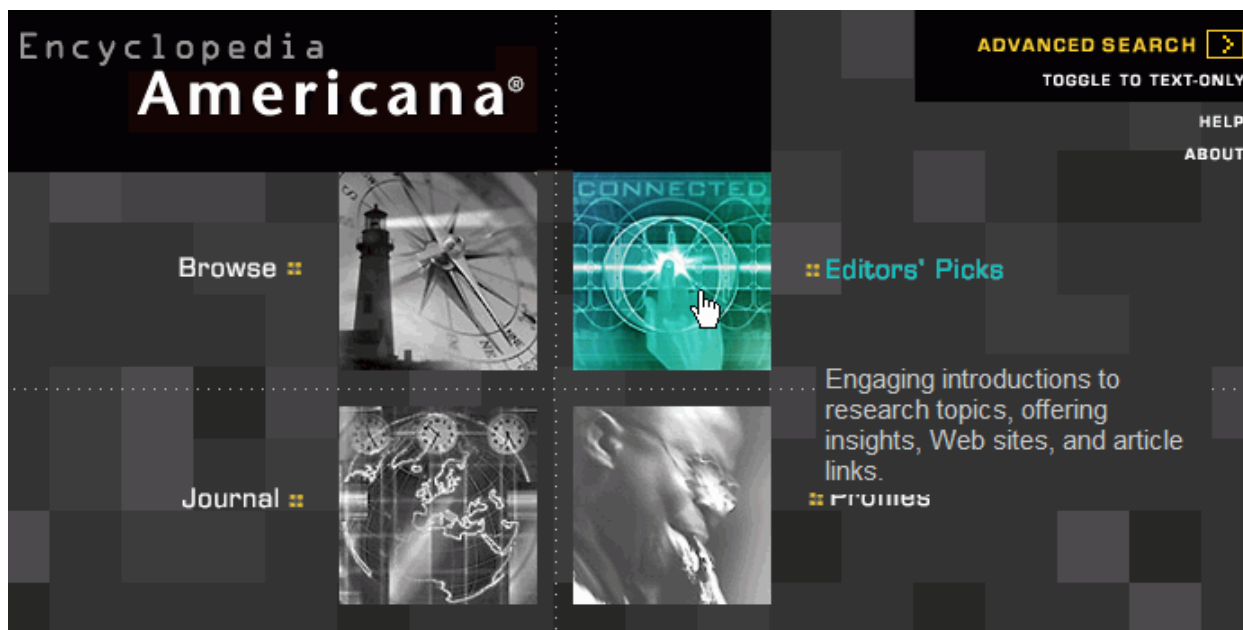
Uses. The amalgam used for dental fillings is an alloy that nominally contains the following weight percentages of elements: 52% mercury; 33% silver; 12.5% tin; 2% copper; and 0.5% zinc. As first formed, the amalgam is plastic. While in this condition, it is packed into the excavated tooth. If it is proportioned properly, protected from moisture prior to packing, and not excessively rubbed or packed, the amalgam will expand slightly upon hardening. Careful control of expansion is essential in order to lock the filling in place. (See also [Dentistry](#).)

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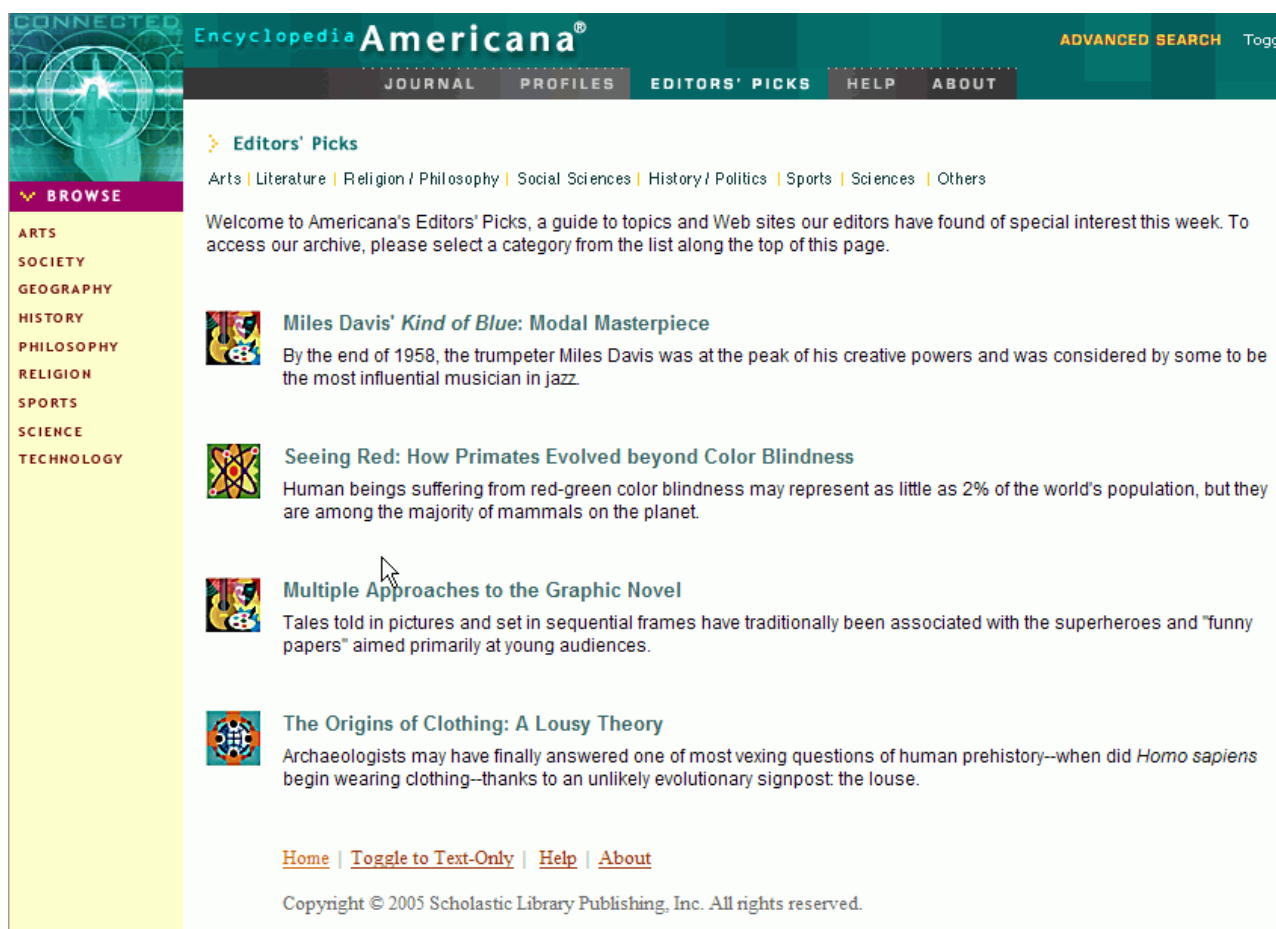
Depending on the subject, the article retrieved may be short or long but in each case, further information can be found by following the links on the right-hand side of the display.

Options are: Contents, Further Reading, Periodicals, Web Links and Related Articles.

Editor's Picks change weekly and cover a variety of different subjects.



The Editor's Picks offer an introduction to a topic with embedded links to subjects, concepts, people or places as well as a listing of web links for further reading.



This particular Editor's Pick discusses graphic novels. Links to other areas provide more information.

Editors' Picks

Arts | Literature | Religion / Philosophy | Social Sciences | History / Politics | Sports | Sciences | Others



Editor's Note on Multiple Approaches to the Graphic Novel

Tales told in pictures and set in sequential frames have traditionally been associated with the superheroes and "[funny papers](#)" aimed primarily at young audiences. Some authors, however, choose to pen illustrated novels in order to address adults, precisely because the drawings, which may help convey matters difficult to express in words alone, have a different psychological impact from that of words. Graphic novels, as such books are commonly known, employ the techniques developed by comic book artists, advancing their stories through visual images and cinematic narrative, although unlike comic books their subject matter may be nonfictional and entirely serious.

One early version of the technique was used by the award-winning graphic artist [Lynd Ward](#) in the first half of the 20th century. Ward experimented with stories conveyed exclusively by images; the pictures do not illustrate a story—they are the story. His first and most famous novel without words, *Gods' Man*, consists of 139 images, printed from [wood engravings](#) on one side of the page only. Although it was first released the same week as the stock market crash in 1929, this novel of a struggling young artist proved very popular and went through several editions. Calling his novels "pictorial narratives," Ward produced five additional volumes from woodcuts—*Madman's Drum* (1930), *Wild Pilgrimage* (1932), *Prelude to a Million Years* (1933), *Song without Words* (1936), and *Vertigo* (1937).

Ward's near-contemporary Will Eisner is best known as the cofounder in the late 1930s of a comic art shop and as the creator and illustrator of the popular vigilante comic book hero, "The Spirit." Experimenting with the sequential novel form for adult readers, Eisner's goal was to achieve not realism but believability. (He purportedly coined the term *graphic novel* to avoid classifying his first illustrated novel, *A Contract with God*, as a comic book.) His graphic novels draw on his memories of growing up in an immigrant neighborhood in lower [Manhattan](#) in the 1920s and 1930s, his observations of modern life, and his experiences in wartime [Korea](#) and [Vietnam](#) gathering material for instructional comics for the U.S. Army. Eisner also experimented with silent panels—advancing a tale without dialogue—to draw the reader into the story.

Profiles provides biographies and offers links to further reading on subjects or individuals mentioned.



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[Bonhoeffer, Dietrich \(1906-1945\)](#)

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Campbell, Joseph

Campbell, Joseph (1904-1987), American educator, editor, and commentator on myth. Campbell belongs to the broad stream of humanistic intellectuals, encyclopedic and synthetic in approach, rather than to the academy; indeed, scholars have criticized both his methods and conclusions. An eloquent speaker, he warned of the social anomie that results when culture separates itself from myth.

Born on March 26, 1904, in New York City, Joseph Campbell developed a strong interest in Native American culture as a child. In 1921 he entered Dartmouth College to study biology and mathematics but soon transferred to Columbia University to study literature, earning a B.A. in 1925. He received his M.A. from Columbia University in 1927, meanwhile playing saxophone in jazz bands and becoming a college track star. He pursued postgraduate studies in Romance philology at the University of Paris and in Sanskrit at the University of Munich (1927-1928). Returning to the United States in 1929, he began work on his doctorate but left to study independently. In the early 1930s he collected intertidal fauna along the coast of British Columbia with biologist Ed Ricketts. In 1933 Campbell briefly taught at the Canterbury School in Connecticut, where he had been a student (1919-1921), and in 1934 he accepted a teaching post at Sarah Lawrence College in Bronxville, N.Y., where he taught for 38 years, retiring in 1972. Campbell married a former student, the dancer and theater director Jean Erdman, in 1938. With Erdman, he founded, in 1972, the Theater of the Open Eye in New York City.

Campbell's first book, *Where the Two Came to Their Father* (1943), with text by Jeff King, art by Maud Oakes, and commentary by Campbell, examined a Navajo war ceremonial incorporating the tribe's creation myth; it was the first volume of the Bollingen series. His second

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In the News



- Syria's Odd Man Out
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- The View Master

Today is July 5

"[Dolly] is both a curiosity and a very serious warning."

—Connie Cepko, geneticist



Brain Jam

National Parks

Explore nature and history.





The American Presidency

Updated for 2004

★★★★★★★★★★★★★★★★★★★★

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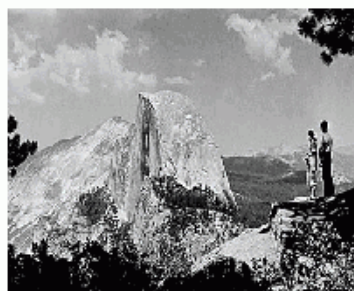
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Brain Jam



Visitors standing atop a hillside observe the Half Dome rock formation at Yosemite National Park in central California in this 1948 photograph. Yosemite is home to spectacular views including waterfalls, meadows, and forests full of giant sequoia trees. In 1954, the park hosted more than 1 million visitors for the first time. (© Albert C. Sloan)

National Parks

Our feature presentation for July observes National Parks Month, as designated by the National Park Service. National parks serve many purposes, including recreation, education, and historic preservation. They are also the subject of extensive debate over such issues as private use and how to accommodate large numbers of visitors. Our presentation is suitable for students of subjects including history, biology, civics, and archaeology. It is centered on the Grolier Multimedia Encyclopedia's article "national parks" and articles on several individual parks. Students are encouraged to refer back to the GME for articles on the animals, plants, environments, and physical phenomena found in the national parks.

Next

National Parks

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national parks

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Interior, U.S. Department of the

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Land Management, U.S. Bureau of

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World Heritage Site

[Article on World Heritage Site](#)

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Brain Jam Teachers' Resources

Discussion Questions, Activities, and Essay Topics promote further study.

Discussion Questions Activities Essay Topics

National Parks - July 2005

What purposes do national parks serve? Should they be quiet places where contemplation and preservation of nature are top priorities, or should they be as open as possible to provide recreation and commercial use? Is it possible for both types of use to take place in the same park?
[national parks: Introduction to National Parks](#)

What types of places have been designated as World Heritage Sites by the United Nations Educational, Scientific, and Cultural Organization (UNESCO)? How do they differ from national parks?
[World Heritage Site: Article on World Heritage Site](#)

National parks require tremendous amounts of labor and money to set up and maintain. What methods are used to fund the establishment of national parks and to pay for their upkeep?
[national parks: Prospects](#)

What similarities are there between efforts to preserve places through the maintenance of national parks and efforts to protect endangered plants and animals? What role do national parks play in plant and animal species preservation?
[national parks: Threats](#)

Some areas currently classified as national parks were essentially stolen, for example by ignoring treaties with American Indian tribes. Should this land be returned to the tribes in question? How do the parks acknowledge their contributions?
[national parks: History](#)

National Parks

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The Brain Jam offers a variety of resources for educators: Discussion Questions, Activities, Essay



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Find Web links for professional organizations, teaching strategies, education standards, information literacy, and other useful information.



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Lesson Plan

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Chicago in the 1890s

Subject(s): History, Social Sciences

Grade Level(s): 6-8, 9-12

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Standards

Meets National Curriculum Standards for [U.S. History](#) Eras 6, 7; [Social Studies](#) VII; [Language Arts](#) 7, 8, 12.

Objectives

Students will gain an understanding of factors that led to the growth of Chicago.

Preparation

Copy and distribute the printable Resources section below. Have students read the essay for background information and consult any or all of the encyclopedia articles that follow it to learn more about the topic.

Resources

Essay: By 1890 Chicago was one of the world's great cities. With a population of about 1.5 million, it was the second-largest city in the United States—after New York—and the capital of the American Midwest. Yet just sixty years earlier, Chicago had been a small frontier town. Its rapid growth was spurred largely by the Civil War, the arrival of the railroad, and construction of the Erie Canal.

The focal point of the westward movement, Chicago in the 1890s had also become a transportation, meatpacking, and commercial hub. It was, in addition, the home of a major university, a symphony orchestra of international stature, and a thriving cultural scene that produced a uniquely American architectural creation: the skyscraper. Host of the World's Columbian Exposition of 1893 and the Democratic Convention of 1896, Chicago was 19th-century America's foremost boomtown.

Grolier Multimedia Encyclopedia articles:

[Chicago \(city\)](#)

[Chicago School of Architecture](#)

[Pullman Strike](#)



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PRO

Does the United States Have a Duty To Protect Democracy and Freedom Overseas?

CON

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Introduction

For over a century the United States has been the world's leading superpower thanks to its economic supremacy, advanced technology, and vast resources. It played a leading role in winning both world wars. It is the senior partner in the North Atlantic Treaty Organization (NATO), and its support is vital to the survival of the United Nations (UN). But is the United States obliged to use its power? Every nation has the right to take action overseas in order to protect its interests. Does the special status of the United States, however, require it to protect values, such as democracy and freedom, in other parts of the world?

Foreign policy has long reflected a combination of idealism and self-interested realism. The idealist streak began early in history. It was the intention of the Framers of the Constitution to create not just a new nation, but a republic that would inspire other peoples seeking self-government. But while the United States has often cast itself as the champion of freedom and democracy, its leaders have had to balance this idealism against the political practicalities of its widespread strategic and economic interests.

The complexity of the issue is illustrated by U.S. actions throughout the 20th century.

When President Woodrow Wilson proposed his famous Fourteen Points as the principles on which to end World War I (1914–1918), for example, Europe's leaders condemned his unrealistic idealism. Wilson also helped create the League of Nations, an international forum that would make war a thing of the past. Americans, however, disillusioned with Europe's conflicts, rejected Wilson's idealism in the 1920 presidential election. The victorious candidate, Warren G. Harding, promised instead a policy of isolationism, or noninvolvement in foreign affairs.

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EDITOR'S DESK ARCHIVE

Does the United States Have a Duty To Protect Democracy and Freedom Overseas?

Subject(s): Social Sciences

Grade Level(s): 9-12

[Standards](#) | [Objectives](#) | [Preparation](#) | [Resources](#) | [Vocabulary](#) | [Guided Reading](#) | [Activity](#) | [For Discussion](#) | [Extension](#) | [Assessment](#)

Standards

Meets National Curriculum Standards for [Social Studies](#) V, VI, IX; [Language Arts](#) 1, 3, 7, 8.

Objectives

To have the student appraise both sides of an issue and make informed and unbiased decisions concerning the topic under discussion.

Preparation

Have students read the article listed in "Resources."

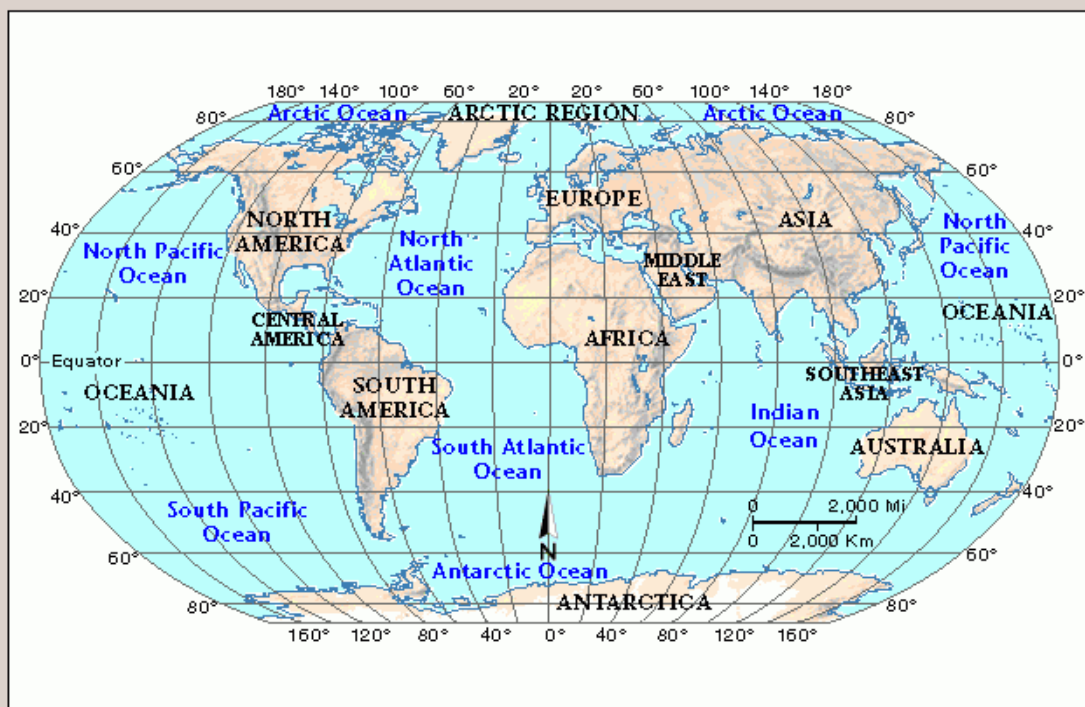
Resources

[Does the United States Have a Duty To Protect Democracy and Freedom Overseas?](#)

Vocabulary

ambiguity	Doubtfulness or uncertainty
belligerency	The state of being in a warlike conflict
confluence	A gathering or coming together at a specific point or juncture
consensus	General agreement
endorsement	Approval. sanction. or support

World



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The New Book of Knowledge: [World](#)

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